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ABSTRACT

Information is provided suggesting that if humankind is to successfully save the world for itself and for nature, it must begin to educate and train individuals to confront and defeat those forces and problems which threaten the quality of the biosphere. The Proactive Action Model (PAM) was designed to enhance student involvement in global education, one possible solution to the environmental crisis, by fostering data collection, decision-making, and critical thinking skills and by making students responsible for their actions and for solutions to real life and vicarious (gaming/role playing) situations. Using PAM as a model, the Humans and Environment Learning Program (HELP) was designed to combine elements of environmental education and social studies into a continuous and sequential global studies strategy of instruction and learning by providing students with opportunities to learn subject matter and content skills, to develop critical thinking and decision-making abilities, and to apply/refine these elements of global citizenship in both real-life and hypothetical situations. Examples and a sample unit (area of study, concept, purpose, grade range, and activities list) are provided. (Author/JN)

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DEVELOPING PROACTIVE ACTION STUDENT AWARENESS ABOUT AND NEED FOR GLOBAL ENVIRONMENTAL STEWARDSHIP: Application of the Humans and Environment Learning Program (HELP) to Elementary/Secondary Social Studies Curricula

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Richard Peters, Ed.D.

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

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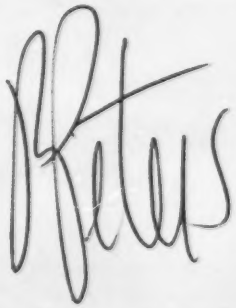
ABOUT THE AUTHOR

Richard Peters has been directly involved in the development/design, delivery, and evaluation of environmental education, global studies, and social studies programs; Kindergarten through grade twelve.

In 1971, following the granting of the Doctor of Education degree (Curriculum) from The University of Rochester (NY), Dr. Peters was involved in the development of MAN AND HIS ENVIRONMENT (grades 11-12). In 1973, as Director of a five year NIE funded Experimental Schools (ES) project, Dr. Peters was involved in the development of the STUDENT ENVIRONMENTAL AWARENESS (SEA) program (K-12), and in 1979 he began the development of PEOPLE IN THEIR ENVIRONMENTS (PIE) for grades 11-12.

In June 1981, Dr. Peters founded GLOBAL HORIZONS: The Center for Applied Eco/Social Studies, and applied the Proactive Action Model (PAM) to the process of student global awareness and perceptions development. An initial Eco/Social project was the Humans and Environment Learning Program (HELP) for grades 4-5 and 9-12.

Over the course of the past ten years, Dr. Peters has been published in several professional publications including Environmental Education Report, The Journal of Geography, The Journal of Environmental Education, Social Education, and by the National Council for the Social Studies (NCSS) as well as by the ERIC system.



STATEMENT

If humankind is to successfully save the world for itself and for nature then it must begin, now, to educate and train individuals who possess the knowledge, experience, attitudes and will to act which will result in internalized stewardship and a sense of responsibility to confront and defeat those forces and problems which threaten the quality of the biosphere.

BACKGROUND

In his 1971 speech to the North American Wildlife and Natural Resources Conference, Ian McHarg stated that man is an epidemic, multiplying at a super-exponential rate, destroying the environment upon which he depends, and as he chooses. We are not interested in protecting birds or bees or flowers - we are concerned with the survival of man. Conservation has got nothing to do with cardinals or azaleas - it has to do with survival. We don't know who this man is or what the circumstances are, but this arrogant, witless man is prepared to sacrifice 2½ billion years of evolution, and 1 million years of human cultural evolution. Man has not yet found a creative role in the world. He has behaved like a vandal despoiling a storehouse. The environment includes not only humans but all other organisms and physical processes too. Man must learn to adapt himself, in part, to the environment.

In 1968, David M. Gates was of the opinion that man, as a species, cannot survive on earth five more generations unless he changes his attitude toward the natural world that supports him.

In his book, The Closing Circle (1971), Barry Commoner stated that we live in a time that is dominated by enormous technical power and extreme human need. This human need is evident in the sheer numbers of people now and soon to be living in the deterioration of their habitat, the earth. We are in an environmental crisis because the means by which we use the ecosphere to produce wealth are destructive of the ecosphere itself. The present system of production is self-destructive; the present course of human civilization is suicidal. Nothing can survive on the planet unless it is a cooperative part of a larger, global whole.

In 1972, Charles Myers stated that an environmental crisis is today facing mankind. The environment is deteriorating. Every time man interacts with the environment something happens. Either man changes the environment, the environment changes man, or a combination of both occurs. Throughout human history the idea of the natural environment as an enemy was reinforced in man's mind by his efforts to survive under wilderness conditions, and by the adventures of explorers and settlers who set out to conquer new lands. As the struggle continued century after century, each victory over nature, and each modification of the environment to make it better staisfy man's needs and desires, interfered with the natural processes by which nature operated and distributed delicate environmental balances. The past two hundred and fifty years have been marked by a rapid and continuous increase in the ability of men to control and modify the environment.

Writing in Why Do We Still Have An Ecological Crisis? (1972) Terry R. Armstrong stated that man and his values are the core of the environmental crisis. In the same book, Jerome D. Frank stated that the resources of nature are proving to be limited and their unbridled exploitation to promote human welfare is polluting the biosphere to an extent that poses real threats to the continuation of the human species.

In a National Wildlife Federation publication entitled People: An Endangered Species? (1979) Cynthia P. Green stated that although the human species is a relative newcomer to the earth, instead of trying to set a new world's record for longevity that we seem determined to do ourselves in. We have not always used the earth's finite resources wisely. Because of our environmentally destructive activities, hundreds of plant and animal species are threatened by extinction and we are slowly poisoning ourselves.

In 1971, Martha C. Sager (Director, Institutes for Environmental Systems Analysis) stated that unnatural environmental manipulations by man have produced catastrophic effects. With great inventive genius humans have built novel and unnatural environments and life styles for himself with little concern for the ecological complex of which he is but a small part. He has upset many highly complex systems of checks and balances and has created an ecological crisis of great magnitude.

In conclusion of its Global 2000 Report to the President (1980) the Council On Environmental Quality stated that unless nations collectively take bold and

imaginative steps toward improved social and economic conditions, reduced fertility, better management of natural resources, and protection of the environment, that the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

WHAT CAN BE DONE?

Glenn T. Seaborg (1970) has stated that we must establish a new set of individual, societal, and global philosophies. We must seek to create a world in which minds are encouraged to grow by being opened to new thoughts and filled with new knowledge.

James A. Swan (1972) stated that the achievement of social and environmental quality will require a value revolution which will produce necessary changes in political, economic, and social systems. There is a need to make in-depth analyses of our environmental problems and meaningfully move forward to solve them. The solutions will call for major changes in economic, political, and social systems. There is a need to strive toward a new system called environmenatism; that society which is designed to provide all of its inhabitants with the highest quality of life.

In 1968, Howard Ennes stated that there is a need to create a public understanding of its environment and an increased awareness of the individual and social responsibility in reference to it. There is an urgent need for action which can inform and educate and

dynamically involve the total citizenry in the life and death issues of human (and natural) ecology. Programs should be created which focus on the individual as a whole man in a cohesive (global) community, and on individual needs and responsibilities; responsibility to know himself and to know his environment, and responsibility to participate constructively in environmental planning, in priority-setting, and in decision-making.

In 1970, William Stapp defined the purpose of environmental education as the development of a citizenry which is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help resolve these problems, and is motivated to do so.

In 1971, Ian McHarg stated that if humans think of the world as a single interacting biosphere which includes not only ourselves but all of our antecedents, by virtue of living, we see ourselves as united to all life. The unity of all life is a most interesting proposition - all life is unified by virtue of the transmission of life by life, which is the only way it can be transmitted- so, to destroy something else is self-mutilation.

There have been several organized attempts to confront both national and global environmental problems.

April 22, 1970	the 1st EARTH DAY
Stockholm Conference	the establishment of the UNITED NATIONS ENVIRONMENT PROGRAMME - to coordinate global efforts and to mobilize resources to meet global problems (1972).

Noel Brown, Director of the UNITED NATIONS ENVIRONMENT PROGRAMME, stated that ten years after the first Earth Day the scope of environmental concerns has become truly global.

April 22, 1980 2nd EARTH DAY

INTERNATIONAL UNION FOR THE CONSERVATION OF NATURE

WORLD WILDLIFE FUND

1980 WORLD CONSERVATION STRATEGY

There is a need to reconcile the often conflicting demands of environment and development.

- maintenance of essential ecological systems
- preservation of living species
- wise use/management of renewable resources

The GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM Project

Promotes the concepts of conflict, change, interdependence, and communication in an attempt to organize things and for students to see relationships.

In 1970, United States Senator Gaylord Nelson stated that we must evolve a philosophy emphasizing our interdependence with nature.

ENTER PAM

In 1968, John S. Gibson (The Lincoln Filene Center for Citizenship and Public Affairs) defined an effective citizen (of the nation and of the world) as an individual who seeks to maximize all possibilities for intellectual growth; one who lives within the rules of the game of governments but also participates, in an enlightened manner, in shaping or changing the rules of the game; one who believes in intergroup relations; one who accepts responsibility for his social behavior; and one who contributes whenever possible to the well-being of his fellow man. There is a need to link the curriculum to the real world. The teaching-learning process must maximize all possibilities for involving the student in that process. Inquiry and discovery, role-playing and gaming, group discussions and multi-sided debates are very much in order.

Stewart L. Udall, former Secretary of the Interior, stated (in 1970) that the most important goal of ecology in the school curriculum is for the child to stop looking at the world as a conglomeration of independent 'things'.

In 1970, Joseph L. Fisher (President, Resources for the Future) stated that young people and adults alike need more environmental information and insight re interpretations of environmental conditions, analysis of problems and alternative solutions, and the capacity to choose wisely from the best of numerous courses of action.

Eliot Levinson and Saul Yanofsky (1970) identified a three-piece environment and defined it as being a) physical (a geographical location), b) social (the shape or form in which people group or organize for a given

purpose), and c) personal (the individual's viewpoint, feelings, and perceptions about a given person/group, place, or thing). It is important for formalized programs to:

> facilitate the student's efforts to reconcile his intent with the intent of his environment; so that the individual may adapt comfortably to his environment or change the environment to fit his intent.
>
> make the student aware of the purpose and performance of his environment and sensitize him to his own principle of intent.

Gerald W. Marker (1976) defined global education as a way of thinking about the world which can be characterized by the notion of 'spaceship earth' - that we are all in this thing together, and that the fate of some of us is quickly becoming the fate of all of us. What one nation does impinges increasingly upon other nations. The effects of cloud seeding, nuclear testing, depletion of the ozone layer, and the use of DDT ... do not stop at national boundries. The day when 'they can do their thing and we can do ours' is almost passed.

Charlotte J. Anderson and Lee F. Anderson (1977) stated that as individuals, each of us is involved in global society; involved in a variety of ways. Biologically, we are involved in global society because we are members of a single, common species of life, and hence we share with all humanity many commonalities.

Ecologically, we are involved in the world system because we are a part of the earth's biosphere, and hence, inescapably linked to our planet's material and energetic structure. Culturally, we are involved in global society because we are enmeshed in the human created environment we call culture; and in the modern world, human culture has become a global environment. Through cultural linkages, we influence the lives of people elsewhere in the world; and they, in turn, influence our lives. Psychologically, we are involved in the world system by virtue of the fact that the world external to our nation is an object of our perceptions, attitudes, and beliefs. Reciprocally, we are the object of the perceptions, attitudes, and beliefs of others. In a global age when worldwide interdependence makes itself felt in the daily lives of most citizens, it is critical that individuals learn to exercise some control and influence over the transnational problems, institutions, and processes that impinge upon their well-being and the well-being of other members of the human species.

The Andersons define global education as education for responsible citizen involvement and effective participation in global society. There are four overarching objectives that should be served by global education. These are the development of student competencies in:

perceiving their involvement in global society.

making decisions.

making judgments.

exercising influence.

The PROACTIVE ACTION MODEL (PAM), developed by GLOBAL HORIZONS: The Center for Applied Eco/Social Studies, was designed to enhance student involvement in the processes of data collection, decision-making, and critical thinking, and to make them responsible for their actions and for the solution of both real life and vicarious (gaming/role playing) situations.

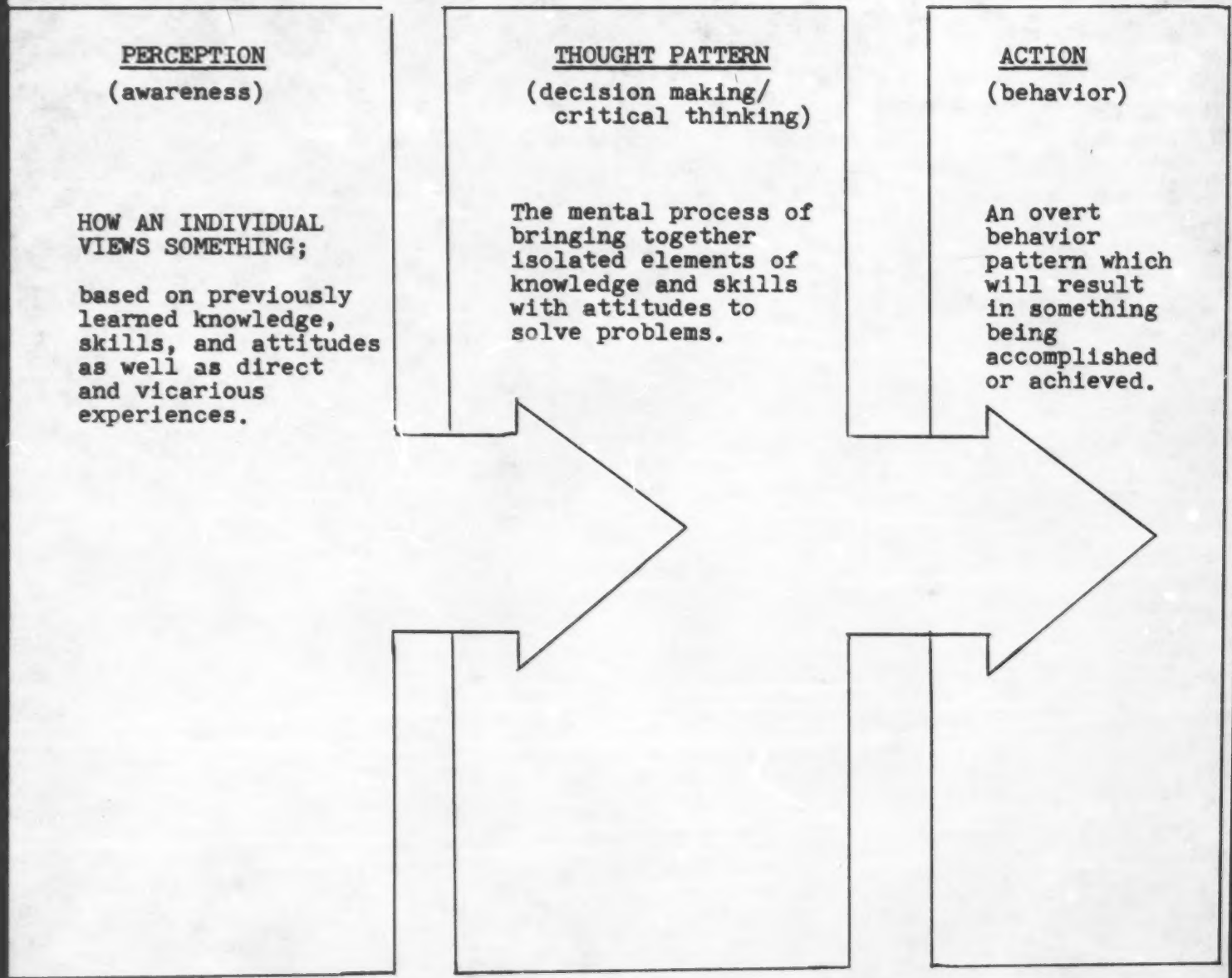
Environmental problems do not stop an national boundries. There is a need for the peoples of the world to act, collectively, in order to solve common problems-of common concern.

By infusing elements of environmental education and global studies into social studies curricula, students can be introduced to environmental issues and problems of global concern and magnitude. Through systematic study of the topic(s), students can develop awareness of/ and gain both real/vicarious experiences related to human use/misuse of/and relationship(s) to the global environment of nature. Human-made (social) environments, and their interaction with/relationship to natural environments, can also be studied.

An eco/social studies perception of the world as being a learning laboratory means that community resources; both people and places, are directly related to/and incorporated into the on-going processes of knowledge acquisition, skills development/application, and attitude development/values clarification as well as critical thinking and decision making called formal education.

The PROACTIVE ACTION MODEL can be used as the foundation for instructional program development/ organization as well as for developing the individual

student's awareness, perceptions, critical thinking abilities, and the refinement/application of decision making skills. The MODEL can be used for both real-life and vicarious situations.


PERCEPTION
(awareness)
HOW AN INDIVIDUAL VIEWS SOMETHING;
based on previously learned knowledge, skills, and attitudes as well as direct and vicarious experiences.
THOUGHT PATTERN
(decision making/ critical thinking)
The mental process of bringing together isolated elements of knowledge and skills with attitudes to solve problems.
ACTION
(behavior)
An overt behavior pattern which will result in something being accomplished or achieved.

HELP!

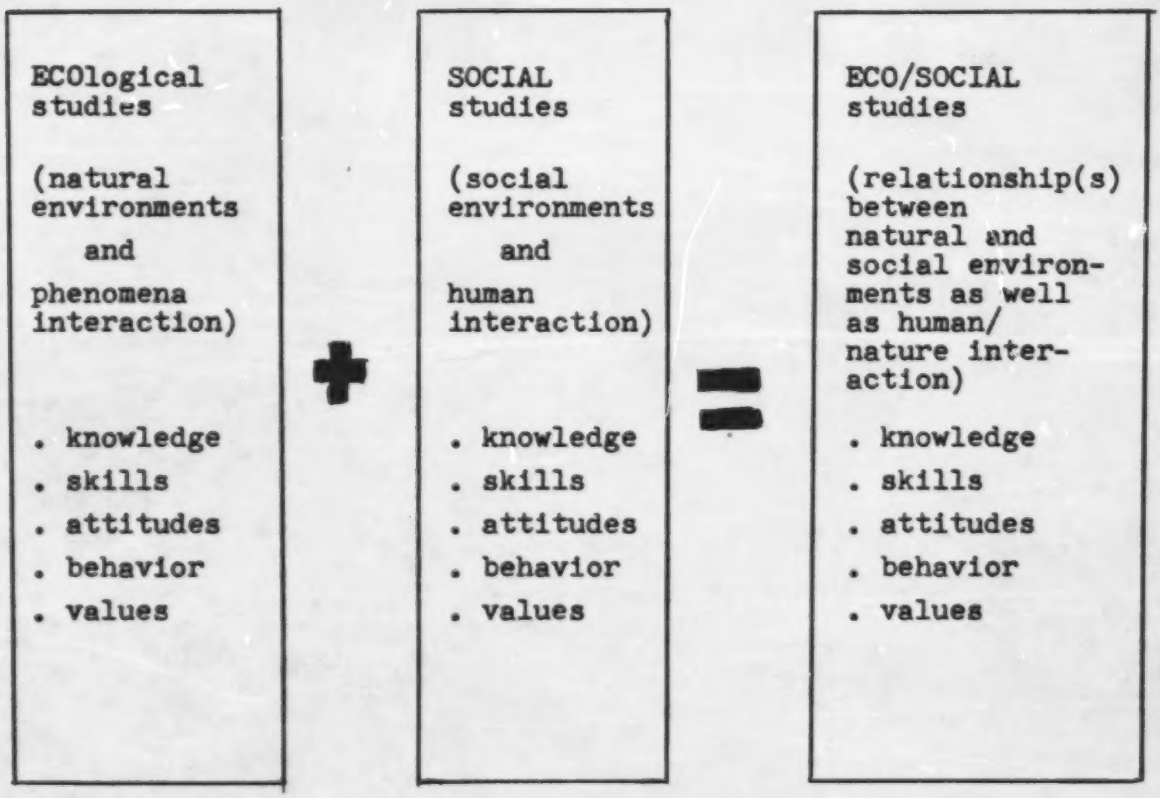
The Humans and Environment Learning Program (HELP), a global studies prototype designed by GLOBAL HORIZONS, is intended to combine elements of environmental education and the social studies into a continuous and sequential global studies strategy of instruction and learning. Using PAM as a learning/teaching schema, HELP provides students with opportunities to learn subject matter knowledge, content skills, to develop critical thinking and decision making abilities, and to apply/refine these 'elements' of global citizenship in both real-life and vicarious (hypothetical) situations.

Writing for The Social Studies Teacher, this author has stated that HELP is instrumental in nurturing proactive behavior among and within students by directly involving them in their own education; both in the classrooms and within the surrounding lifespace environment(s) outside the school. The perspective for learning is multi-dimensional; from the individual - to the community - to the state and nation - to the world!

A proactive student is an individual who; when properly equipped with knowledge, skills, and a positive attitude toward global stewardship, perceives a problem facing humankind and the earth, researches the problem and analyzes data, critically assesses alternative courses of action, and then (and only then) makes a commitment to act. A proactive action individual is a change agent!

The essence of HELP is that it builds a perceptual bridge between 'here' (where the individual is geographically/physically at any given time) and 'there'

(the rest of the geographical/physical world at the same given time). HELP builds this perceptual bond, in the mind of the individual, and provides the basis upon which the individual generalizes. It also acts as a platform for both deductive and inductive reasoning. HELP broadens the individual's perceptual scope to encompass a global dimension.



SAMPLE UNIT

AREA OF STUDY: Protection of natural/social environments on a global scale

CONCEPT: Environmental stewardship

PURPOSE: To acquaint students with attempts being made to protect environmental quality, and how individuals can participate in stewardship activities to effect change.

GRADE RANGE: 4 - 12

ACTIVITIES:

1) Audiovisual materials are used to expose students to diverse global environments; natural and social.

2) Students are taken on field trips into surrounding natural/social environments -- to observe environmental quality projects.

3) Guest speakers visit classrooms to discuss their natural/social environment-related careers and occupations.

4) Students identify and study diverse natural/social environment-related careers/occupations. Reports can be developed.

5) Students collect pictures depicting natural/social environments and create bulletin board displays.

6) Students select global natural/social environments and create audiovisual/ written reports.

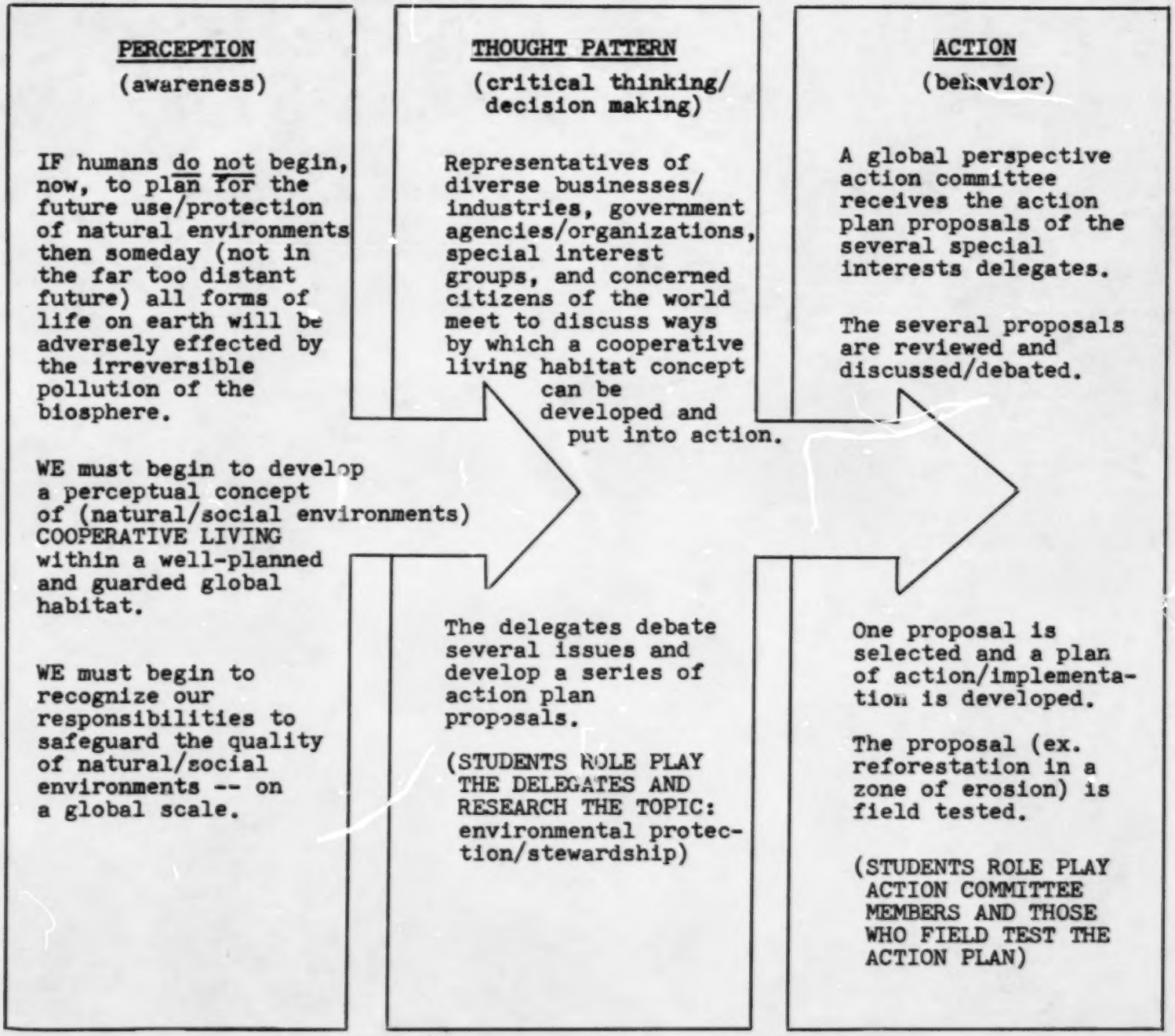
7) Representatives of diverse environment-oriented groups/organizations meet with students to discuss the goals and activities of their groups re the protection of natural environments and the improvement of social environments.

8) Students study the topic: land use planning, and they create 'model' communities which combine elements of natural/social environments into cooperative living habitats.

9) Equipped with cameras/video tape equiptment, students go out into the surrounding natural/social environments and record evidence of stewardship and environmental quality improvement.

10) Students identify several environmental issues and plan ways to 'solve' these problems.

PAM Example


PERCEPTION
(awareness)
IF humans do not begin, now, to plan for the future use/protection of natural environments then someday (not in the far too distant future) all forms of life on earth will be adversely effected by the irreversible pollution of the biosphere.
WE must begin to develop a perceptual concept of (natural/social environments) COOPERATIVE LIVING within a well-planned and guarded global habitat.
WE must begin to recognize our responsibilities to safeguard the quality of natural/social environments -- on a global scale.
THOUGHT PATTERN
(critical thinking/ decision making)
Representatives of diverse businesses/ industries, government agencies/organizations, special interest groups, and concerned citizens of the world meet to discuss ways by which a cooperative living habitat concept can be developed and put into action.
The delegates debate several issues and develop a series of action plan proposals.
(STUDENTS ROLE PLAY THE DELEGATES AND RESEARCH THE TOPIC: environmental protection/stewardship)
ACTION
(behavior)
A global perspective action committee receives the action plan proposals of the several special interests delegates.
The several proposals are reviewed and discussed/debated.
One proposal is selected and a plan of action/implementation is developed.
The proposal (ex. reforestation in a zone of erosion) is field tested.
(STUDENTS ROLE PLAY ACTION COMMITTEE MEMBERS AND THOSE WHO FIELD TEST THE ACTION PLAN)

REMARKS

Students will only learn the roles/responsibilities of global citizenship as a result of skills development in data collection/analysis, critical thinking, and decision making - and their application in both real-life and vicarious learning situations.

Once equipped with citizenship skills, students can begin to investigate contemporary issues concerning natural/social environments and design strategies for problem resolution. The total life space environment becomes a learning laboratory and students interact with all types of phenomena.

There is a desperate need for everyone to assume their global environmental responsibilities in order to solve the serious problems facing all humankind -- as well as the biosphere.

Stewardship is the key to this involvement 'success'. Without internalized attitudes of caring about nature and people it will be difficult for individuals to motivate themselves to help -- whenever their help is needed.

IF predictions made in The Global 2000 Report are to be proven false then each and every one of us must do our part to solve the problems of the day. Each of us must be willing to devote part of our leisure/work time to the solution of environmental problems which effect us all.

There is one pitfall which each of us must avoid when deciding IF we will help - and what we WILL do to solve global problems involving the environment. On the one hand, there are those who would have us believe that everything is alright and that modern technology and man's infinite wisdom can solve any - and all - problems which might arise. These individuals and groups would lead us to believe that there are no problems and that 'troubles' which might arise will be adequately resolved in a matter of a few days, months or, at the very most, a few years. This 'extreme' would have us do nothing.

On the other 'extreme' of an involvement continuum can be found those individuals and groups who look at the earth and its future in a highly pesimistic light. Writing in Concern For The State Of The Environment: The Human Side Of The Issue (ERIC SE 023889) this author coined the word 'environaticism' in reference to those environmental fanatics in who's zeal has resulted in a movement to protect natural phenomena against any and all advancements and interests of humans and their technology. This 'extreme' would have us do nothing to affect changes in the natural state of the earth.

Somewhere along the involvement continuum there must be found a point where the interests and needs of modern man and those of nature can be fused into a national - a worldwide - policy of ecological betterment. There cannot be allowed to exist an either/or situation

in respect to man and nature; instead, there must exist an 'and' situation. By an 'and' situation this author means a state of mind with reference to 'man and nature' rather than 'man or nature' .

In May 1982, at the tenth anniversary meeting of the UNITED NATIONS Environment Program (UNEP) in Kenya, the United States position on the global environment disturbed many people - both at home and abroad. The Reagan administration's position was as follows:

- the United States believes that it is preferable to rely on private initiative and free-market forces rather than depend on government intervention to protect natural resources.

- the costs of environmental protection to governments must be watched closely, lest they outweigh their overall benefits as measured in economic terms.

WE must remember that we are not only our brother's keeper but that we are also responsible for protecting environmental quality and safeguarding the existance of all species - for eons to come.

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